

# Board of Education Agenda Item

Item: \_\_\_\_\_ N. \_\_\_\_\_

Date: January 12, 2005

**Topic:** First Review of the Annual Performance Report on Adult Education and Family Literacy

**Presenter:** Dr. Yvonne V. Thayer, Director, Adult Education and Literacy

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## Origin:

\_\_\_\_\_ Topic presented for information only (no board action required)

X Board review required by

X State or federal law or regulation

    \_\_\_\_\_ Board of Education regulation

    \_\_\_\_\_ Other: \_\_\_\_\_

X Action requested at this meeting      \_\_\_\_\_ Action requested at future meeting: \_\_\_\_\_ (date)

## Previous Review/Action:

X No previous board review/action

\_\_\_\_\_ Previous review/action

    date \_\_\_\_\_

    action \_\_\_\_\_

## Background Information:

Section 22.1-226 of the Code of Virginia requires school divisions to evaluate adult education programs offered by the school division by synthesizing data collected for other state and federal reports. "They shall report the findings of the evaluation, including the effectiveness and success of programs in assisting adults in obtaining the General Educational Development (GED) Certificate and the high school diploma. The Board of Education shall collect the results and report the findings to the Governor and the General Assembly."

## Summary of Major Elements:

The attached report summarizes the progress made by learners in adult education programs funded by Title II of the Workforce Investment Act during the 2002-2003 school year. The document reports performance targets negotiated by the U. S. Department of Education and the progress made in reaching the targets. The report is being submitted at this time because data collection was not completed before the beginning of the 2004 General Assembly.

**Superintendent's Recommendation:**

The Superintendent of Public Instruction recommends that the Board of Education waive first review and approve the Adult Education Annual Performance Report pursuant to Section 22.1-226 in the Code of Virginia.

**Impact on Resources:**

This responsibility can be absorbed by the agency's existing resources at this time. If the agency is required to absorb additional responsibilities related to this activity, other services may be impacted.

**Timetable for Further Review/Action:**

Following the Board's approval, the report will be transmitted to the Governor and the General Assembly as required by the Code of Virginia.



**VIRGINIA BOARD OF EDUCATION**

**2004 Annual Report**

# **ADULT EDUCATION ANNUAL PERFORMANCE REPORT**

**PRESENTED TO**

**THE HONORABLE MARK R. WARNER  
GOVERNOR OF VIRGINIA  
AND  
THE GENERAL ASSEMBLY**

**JANUARY 2005**

**VIRGINIA BOARD OF EDUCATION**

## **ADULT EDUCATION ANNUAL PERFORMANCE REPORT**

The Office of Adult Education and Literacy (OAEL), located in the Virginia Department of Education, Division of Instruction, provides leadership and oversight to adult education programs and services in Virginia, including Adult Basic Education (ABE), Adult Secondary Education (ASE), and English for Speakers of Other Languages (ESOL). Although the Code of Virginia places the responsibility for adult education with Virginia's 134 local school divisions, services are delivered through a partnership of public and community-based providers that includes local school boards; community colleges; not-for-profit and faith-based literacy groups; employers; state, local and regional correctional facilities; and state institutions.

The Office of Adult Education and Literacy manages federal and state funds allocated for these programs. This report describes progress made in reaching programmatic goals established for providers who utilize federal and state resources to augment other public or private funds to conduct adult education programs. Virginia's programs have been successful in meeting the goal of continuous improvement as prescribed by the Workforce Investment Act (WIA). The FY03 data indicate that progress is being made to meet the goals cooperatively established by the U.S. Department of Education (U. S. DOE) and the Virginia Department of Education. This report presents evidence of the following accomplishments:

- Twelve thousand three hundred seventy-one (12,371) students completed their educational functioning levels, and another 6,721 completed their levels and advanced one or more levels.
- Compared with the previous year's results, increased percentages of students completed ABE Beginning Basic Education (40%), ABE Intermediate Low (45%), ABE Intermediate High (41%), ASE Low (48%), ASE High (59%), and ESOL Intermediate Low (43%).
- Ten thousand eight hundred eighty-one (10,881) students earned their GED credentials, according to the Oklahoma Scoring Service data system. Although this is a decrease of 5,183 reported by that source for the previous year, it is not unexpected since there was a nationwide decline due to the administration of the new 2002 series.
- Sixty-eight percent (68%) of students enrolled in GED diploma programs attained credentials, exceeding the 43-percent target level by 25 percentage points.
- Forty-four percent (44%) of students enrolled in high school diploma programs attained credentials, exceeding the 43-percent target level by one percentage point.
- Eighty percent (80%) of students enrolled in external diploma programs attained credentials, exceeding the 43-percent target level by 37 percentage points.

### **Adult Basic Education**

- Twenty-three percent (23%) of enrolled students in ABE Beginning Literacy completed their educational functioning level. Virginia's target performance level was 27 percent.
- Forty percent (40%) of enrolled students in ABE Beginning Basic Education completed their educational functioning level, exceeding the 33-percent target performance level by seven percentage points.

- Forty-five percent (45%) of enrolled students in ABE Intermediate Low completed their educational functioning level, exceeding the 37-percent target performance level by eight percentage points.
- Forty-one percent (41%) of enrolled students in ABE Intermediate High completed their educational functioning level, exceeding the 35-percent target performance level by six percentage points.

### **Adult Secondary Education**

- Forty-eight percent (48%) of enrolled students in ASE Low completed their educational functioning level, exceeding the 38-percent target performance level by 10 percentage points.
- Fifty-nine percent (59%) of enrolled students in ASE High completed their educational functioning level, exceeding the 43-percent target performance level by 16 percentage points.

### **English for Speakers of Other Language**

- Thirty-four percent (34%) of enrolled students in ESOL Beginning Literacy completed their educational functioning level, exceeding the 30-percent target performance level by four percentage points.
- Thirty-five percent (35%) of enrolled students in ESOL Beginning completed their educational functioning level, exceeding the 30-percent target performance level by five percentage points.
- Forty-three percent (43%) of enrolled students in ESOL Intermediate Low completed their educational functioning level, exceeding the 34-percent target performance level by nine percentage points.
- Thirty-seven percent (37%) of enrolled students in ESOL Intermediate High completed their educational functioning level, exceeding the 34-percent target performance level by three percentage points.
- Thirty-two percent (32%) of enrolled students in ESOL Low Advanced completed their educational functioning level, exceeding the 31-percent target performance by one percentage point.
- Five percent (5%) of enrolled students in ESOL High Advanced completed their educational functioning level. Virginia's target performance level was 31 percent. Since students at this level usually are not present for a posttest, the five percent completion rate is artificially low.

### **Characteristics of Our Population**

- Virginia's total enrollment (31,574) is comprised of 45% English for Speakers of Other Languages, 42% Adult Basic Education, and 13% Adult Secondary Education students.
- Virginia's adult student ethnic composition includes 10,336 White (33%); 9,007 Hispanic (29%); 8,260 Black (26%); 3,837 Asian (12%); 53 American Indian/Alaskan Native (less than 1%); and 81 Other Pacific Islander (less than 1%).
- Fifty-one percent (16,016) of Virginia's adult student enrollment is 25-44 years of age, 23 percent (7,354) is 19-24, 14% (4,520) is 45-59, 9% (2,642) is 16-18, and 3% (1,042) is 60 or older.

- Fifty-seven percent (18,062) of Virginia's adult student enrollment is female and 43 percent (13,512) is male.
- Average hours of attendance for students enrolled in ABE are 42, in ASE 49, and in ESOL 82. The overall average is 61 hours of attendance.
- Virginia's adult students reflect the following employment status: 15,824 are employed, 10,001 are unemployed, 3,037 are in a correctional setting, 85 are in another institution, and 2,277 are on public assistance.

### **Follow-up Outcomes Measures**

- Sixty-six percent (66%) of students with a goal of obtaining a high school diploma or GED reached their goal one quarter after leaving class, exceeding the 43 percent target level by 23 percentage points.
- Fifty-seven percent (57%) of students with a goal to enter employment reached their goal one quarter after leaving class, exceeding the 34 percent target level by 23 percentage points.
- Twenty-eight percent (28%) of students with a goal to retain employment reached their goal one quarter after leaving class. Virginia's target performance level is 42 percent.
- Forty-eight percent (48%) of students with a goal to enter post secondary education reached their goal one quarter after leaving class, exceeding the 31 percent target by 17 percentage points.

Progress in Virginia's adult education programs includes improved achievement in education functioning level completion and surpassing state goals to enter employment and postsecondary education.

### **State Management of Performance Data**

The Department of Education's OAEL has reached the **exemplary quality level**, the highest level recognized by the U.S. DOE, in its management of state data for the National Reporting System. OAEL has procedures and systems that promote the highest levels of data validity and reliability, including systems for verifying data accuracy from local programs, systems for monitoring data collection and analyses, and corrective systems to improve data on an ongoing basis. State procedures indicate a focus on continuous improvement of the quality and accuracy of data.